

**January, 2005
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Title I Winter Update

Effective Programs for Students at Risk

Robert Slavin & Margarita Calderon from the Center for Data Driven Reform in Education, John Hopkins University, presented information on effective programs for at-risk students at a school improvement conference October 2004. There is growing support for evidence-based practice. The research is slow, but a great deal of research is currently under way. The presenters gave the following as examples of promising instructional programs for students at risk.

Reading Examples

- ☐ Beginning Reading
 - Direct Instruction
 - Success For All
- ☐ Upper Elementary
 - Reciprocal Teaching
 - Cooperative Integrated Reading and Composition (Reading Wings)
 - Transactional Strategy Instruction
 - Tutoring
 - Reading Recovery
 - Early Steps
 - Book Buddies
 - SFA tutoring

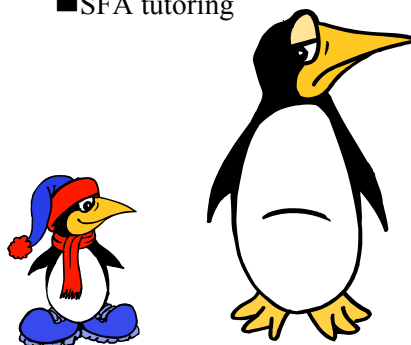
Programs for English Language Learners

- ☐ Beginning Reading
 - Success For All
 - Direct Instruction
 - Jolly Phonics
- ☐ Upper Elementary
 - Bilingual Cooperative Integrative Reading and Composition
 - Bilingual Transition Project
 - Saunders & Goldenberg
 - Vocabulary Improvement Project
- ☐ Middle and High School Reading
 - Expanding Comprehension for English Language Learners

Math Examples

- ☐ Cognitively Guided Instruction
- ☐ Comprehensive School Mathematics Program
- ☐ Project SEED
- ☐ Everyday Mathematics

This is not an extensive list, but examples of evidenced-based programs supported by research. This list may give you a starting point for your own investigation into the programs that might work best in your school.



Working with Paraprofessionals in Title I Programs

Under the federal education law, the No Child Left Behind Act of 2001, teachers must provide direct supervision of paraprofessionals in Title I programs who give instructional support to students.

For the purposes of Title I, Part A, a paraprofessional is an employee of an LEA who provides instructional support in a program supported with Title I, Part A funds.

“Paraprofessionals who provide instructional support,” includes those who

(1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,

(2) assist with classroom management, such as by organizing instructional materials,

(3) provide instructional assistance in a computer laboratory,

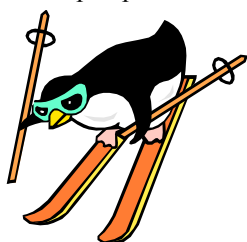
(4) conduct parental involvement activities,

(5) provide instructional support in a library or media center,

(6) act as a translator, or

(7) provide instructional support services under the direct supervision of a highly qualified teacher. [Title I, Section 1119(g)(2)]

The U.S. Department of Education’s final regulations indicate that a teacher must do three things in providing direct supervision to a paraprofessional:



1. Plan your paraprofessional’s instructional activities.

Paraprofessionals make a valuable contribution to our students’ education, so it is the district’s responsibility to use their time and skills wisely. Part of that effort means planning the paraprofessionals’ activities in advance. The teacher must decide what the paraprofessional will do while he or she is working with the teacher and his/her students.

2. Evaluate how the paraprofessional’s students are doing.

The teacher has the final responsibility for evaluating the achievement of the students with whom the paraprofessional is working. While the teacher is not required to do all of the actual marking of papers, he/she must review the students’ work with enough frequency and detail to understand how each student is performing.

3. Work in the same classroom as the paraprofessional.

Paraprofessionals should be working in the presence of a teacher for most or all of the day.

A program where a paraprofessional provides instructional support and a teacher visits a site once or twice

a week but otherwise is not in the classroom, or a program where a paraprofessional works with a group of students in another location while the teacher provides instruction to the rest of the class would also be inconsistent with the requirement that paraprofessionals work in close and frequent proximity to a teacher.

The non-regulatory guidance for Title I Paraprofessionals is found at

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>

Schoolwide Programs

In order for a Title I school to operate a Schoolwide Title I Program, that school must have a poverty rate of 40% or more and spend a year planning a schoolwide program. A Title I school that has a Schoolwide program can remain a schoolwide program even if they don’t have 40% or more low-income in subsequent years.

If you are interested in learning more about Schoolwide Programs please contact Beth Schiltz at 773-4716 or email at Beth.Schiltz@state.sd.us

SDRC Reading Conference

Mother Goose
Give Us a Reading Boost!

March 31, April 1 &
and 2, 2005
Ramkota Hotel
Best Western
Aberdeen, SD
57401



For more information
check out the South
Dakota Reading Council
website at
<http://www.sdrc.dsu.edu/>

Dakota STEP

The Dakota STEP Pre-Test Workshops are slated for Feb 28 through March 4, 2005 beginning in Rapid City.

The Dakota STEP Test Window runs from March 23 through April 15, 2005.

For more information contact Gary Skoglund at Gary.Skoglund@state.sd.us or call 773-5229

Content Standards Revision Timeline

The timeline for the revision of the content standards can be found at <http://www.state.sd.us/deca/OCTA/contentstandards/index.htm>. This document is the last link on the right hand side of the webpage.

All content standards documents are also found on this website.

Homeless Liaisons

By: Laura Johnson-Frame

Each district must designate a liaison for students experiencing homelessness. A question has been posed as to whether a district may designate someone outside of the school as the liaison. The McKinney-Vento legislation states under Section 722 (g)(1)(J)(ii) under Assurances: "local educational agencies will designate an appropriate staff person, who may be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in paragraph (6)(A)." Therefore, designating a non-staff person as a homeless liaison is not appropriate.



Homeless Liaison Listserv

DOE will be implementing a listserv for Homeless Liaisons later this month. You will receive periodic communication from the State Coordinator and your questions/answers may be shared with other liaisons.

Language Arts End-of-Course Assessments

Currently, teachers from across the state are developing end-of-course assessments for high school language arts courses. The assessments are based on the standards and will assist in the identification of problem areas for students. The tests will be pilot tested this spring and be available statewide during the 2005-2006 school year. If you have any questions feel free to contact Shannon Schweitzer 773-8193 or Shannon.schweitzer@state.sd.us.

Neglected, Delinquent, At-Risk Youth

No Child Left Behind Act of 2001 was signed into law with the mandate to "close the achievement gap with accountability, flexibility, and choice, so that no child is left behind." Title I, Part D, of NCLB, also called The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk, provides financial assistance to educational programs for youths in state-operated institutions or community day programs. At any given time, there are approximately 1300 South Dakota children in these educational programs.

Because these children and youth may lack a supportive family system and/or may be stigmatized by their detention for years to come, they are at extreme risk of not making successful transitions back to their homes, schools, higher education, and the workforce. The priority of the legislation is to 1) improve educational services for these children so they have the opportunity to meet challenging State academic content and achievement standards; (2) provide them with services to successfully transition from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

Hand-in-hand with Title I, Part D is Title II of the Juvenile

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What is SES (Supplemental Educational Services)?

By: Beth Schiltz

Supplemental Educational Services, also known as SES, is free tutoring services for low-income students in Title I schools that are in their second year (Level 2) of school improvement. Parents of eligible students receive a letter from their district outlining the different providers and options parents have. Parents choose the provider that best fits the needs of their student. The district then enters into a contract with the provider.

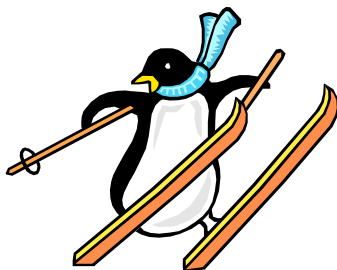
Potential providers must submit an application to the State Department of Education for approval. The applications go through a rigorous process before being placed on the state's approved provider list. A list of the providers can be found at <http://www.state.sd.us/deca/TA/basic/SES.htm>.

For more information contact Beth Schiltz at beth.schiltz@state.sd.us or call 773-4716.

How can SES help educators?

By: Beth Schiltz

Principals and teachers face incredible demands on their time during the school day. Unfortunately, these demands often prevent them from providing the intensive individual instruction that they wish they could offer to students. The SES program offers educators an opportunity to provide children who are struggling in school with extra academic help and individual instruction. Tutoring can also provide students with a safe, nurturing environment outside of school. Ultimately, this tutoring can help children become more productive, successful students in their regular classrooms. By helping individual students improve, SES can also offer teachers and principals the support to help entire schools improve.



Professional Development Website

By: Jennifer Neuhauser

Have you checked out the South Dakota PD website lately? The website, found at <http://www.southdakotapd.com>, houses an ever-increasing clearinghouse of Professional Development opportunities hosted by many educational organizations.

Among these recently added are the "What The Research Says..." series of workshops. These meetings, hosted by Curriculum Specialists from the Department of Education, will focus on Science, Math and Reading. A full description of the workshops can be found on the South Dakota PD website.

There will be a minimum limit for attendees for these workshops and the workshop will be cancelled if a minimum number of attendees is not met at one week before the workshop is to occur. Please sign up early if you would like to attend. The minimum number of attendees for the "What The Research Says..." workshops is 10.

Please address any questions regarding these specific workshops to Jennifer Neuhauser at Jennifer.Neuhauser@state.sd.us or call 605-773-2533.

Teachers: Who needs to take Praxis tests?

By: Melody Schopp

New rules concerning teacher certification – and the newly required Praxis II content tests – take effect July 1, 2005. This article attempts to answer one of the biggest questions surrounding the new rules: Who needs to take the tests?

Basically, three groups of people need to take the Praxis II content tests:

1. All candidates for initial certification in South Dakota
2. Existing educators who wish to add a new authorization to their certificate
3. Out-of-state teachers applying for certification

Individuals applying for an initial teaching certificate after July 1, 2005, must meet the qualifying score range for both the content-specific Praxis II test and the Praxis Principles of Learning and Teaching test that most accurately matches their level of preparation. Teachers new to the profession will take these tests as part of their teacher preparation program beginning in fall 2005.

Existing educators are not required to take a Praxis II content test to stay certified in South Dakota, unless they want to add a new authorization. After July 1, 2005, existing educators who wish to add an authorization will be required to take the appropriate content-specific Praxis II test. If these individuals complete their coursework and submit their applications for a new authorization prior to July 1, 2005, they will not be required to take the content-specific test. If there is not a test associated with the content area, they simply must complete the proper coursework.

Out-of-state teachers seeking certification in South Dakota after July 1, 2005, will need to take the Praxis II test for each content area for which they apply. If the teacher has taken the matching Praxis test in another state and his or her score meets South Dakota's qualifying range, that score will be accepted.

For further information on Praxis tests, contact Melody Schopp in the Office of Accreditation and Teacher Quality at (605) 773-5232. melody.schopp@state.sd.us.

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Justice and Delinquency Prevention Act of 2002 which calls for the collaboration between agencies and systems including schools to 1) encourage juveniles to stay in school, 2) to provide transition to work, self sufficiency, and enhance coordination with local schools, 3) assure that instruction outside the schools while in detention is closely aligned with instruction in their home schools. Also, many of these youth have been identified as needing special education services (IDEA) to include transition plans and for those sixteen years and older vocational plans must be developed and implemented.

Yet poor educational follow-up is the most frequently reported challenge in meeting these students' needs. So what does effective transition planning involve in your district? Here are a few components:

- Joint planning for transition to and from placement.
- Timely transfer of records whenever student's move from one placement to another
- Family involvement in planning and implementation of the plan.
- Family supports and services to make the plan work.
- Caring adult, who prioritizes education, to advocate for the youth and his family through the transition process.
- Equip the youth by enhancing cognitive skills, social skills, independent living skills, pre-employment skills.
- Improve communication between the youth and the systems in which he/she will be involved.

Need more information? Contact Laura.Johnson-Frame@state.sd.us

National Title I Conference January 29 - February 1, 2005 Atlanta, GA



Resources

Here are some materials that you may find useful for both teachers and parents.

Gateway to Education Materials

The [Gateway to Education Materials \(GEM\)](#) * is a tool for teachers to access more than 40,000 educational materials such as lesson plans, instructional units, books and other relevant resources. Resources can be browsed by subject, keyword, title and grade level. Teachers can also access the [ERIC database](#) from the [GEM Web site](#).

Federal Resources for Educational Excellence

The [Federal Resources for Educational Excellence \(FREE\)](#) Web site is a resource developed in part by [50 federal agencies](#) to provide free resources to teachers. FREE is updated frequently with new materials and daily highlights.

Lessonplanspage.com

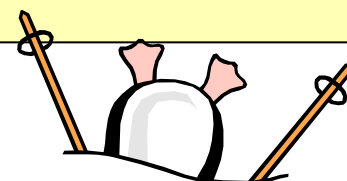
[Lessonplanspage.com](#) * contains more than 2,500 free lesson plans that are available by grade level and subject.

Discovery School

[Discovery School](#) * contains hundreds of free lesson plans as well as other resources that may be purchased.

Helping Your Child Series

The [Helping Your Child publication series](#) aims to provide parents with the tools and information necessary to help their children succeed in school and life. These booklets feature practical lessons and activities to help their school-age and preschool children master reading, understand the value of homework, and develop the skills and values necessary to achieve and grow. Copies are available to order online at [ED Pubs](#). Many teachers find the series to be a very helpful tool for increasing parental involvement and give copies to their students' parents.



ED-sponsored Professional Development Opportunities for Teachers

Last summer, the U.S. Department of Education's Teacher-to-Teacher Initiative sponsored seven workshops throughout the country. Due to positive feedback and tremendous demand, U.S. Secretary of Education Rod Paige decided to provide additional workshops this past fall. These workshops were held in four cities and offered teachers a chance to share and learn from other teachers about strategies that have been effective in helping diverse student populations attain high academic performance and close the achievement gap.

Summer and Fall Workshop Follow-Up

Many teachers were not able to attend the summer workshops, but that does not mean they have missed out. Professional development courses based on 11 of the summer workshop sessions will soon be available online.

These online courses -- two of which are already available -- are free of charge so teachers throughout the country can receive on-demand professional development. The sessions will increase teachers' content knowledge and teaching skills for improving student achievement in reading, mathematics and science. Additional sessions will be filmed and added during the month of October and throughout the fall.

Visit the website -- www.ed.gov/teacherinitiative - for more information.

And There's More

Right now federal officials are planning for next summer's Teacher-to-Teacher Workshops. These will be held in San Francisco CA, Hartford CT, Phoenix AZ, Cleveland OH, Tampa FL, and Minneapolis MN. Registration information and details about the workshop sessions will be announced in the future!

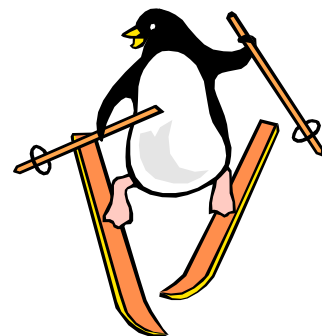
New Face

I'm Laura Johnson-Frame and new to the Department as of October 2004. I am coordinating the Title I, Part D - Education of children and youth who are neglected, delinquent, or at-risk and the McKinney-Vento Education Program for children who are experiencing homelessness. I come to the Department after serving as the executive director of the Sixth Circuit Court Appointed Special Advocates (CASA) Program for neglected and abused children in central South Dakota. Previous to that position, I was a manager at the South Dakota Education Association for ten years. I am a native of South Dakota and graduated from Eastern New Mexico University. I have enjoyed my time with the Department and look forward to many years here.

Laura can be reached at Laura.Johnson-Frame@state.sd.us or at 773-2491.

STAARS

Special education teachers who are currently assessing students with the South Dakota Team-led Alternate Assessment and Reporting System (STAARS) should be cognizant of the spring data submission in mid April. Documents providing information about the STAARS can be located at the Department of Education website <http://www.state.sd.us/deca/Special/news/staars.htm>.



English Language Learners

By: Ann Larsen

By now, most of you have received your Stanford English Language Proficiency (SELP) testing materials and pre-ID labels. Each of the packets contains a booklet called **Directions for Administration** that will help you with administering the test if you were unable to attend our SELP workshops. The testing window for the SELP is February 7th – 25th.

PowerPoints from the workshop are on the Title III website at <http://www.state.sd.us/deca/TA/titleIII/index.htm>.

If you have questions or concerns about any ELL students you may have, please contact Ann Larsen at ann.larsen@state.sd.us.

International Reading Association Annual Convention

San Antonio, TX
May 1-5, 2005



For more information visit the IRA web site at http://www.reading.org/association/meetings/annual_program.html

South Dakota Reading First

By: Michelle Mehlberg

Reading First is a federally funded program designed to provide both states and districts with the needed assistance to establish research-based reading programs for students in kindergarten through third grade. The purpose of Reading First is to ensure that all children learn to read at the proficient level by the end of third grade.

Reading First is built upon solid foundation of research conducted by the National Reading Panel. (<http://www.nichd.nih.gov/publications/nrp/smallbook.htm>) The program is designed to select, implement, and provide professional development for teachers using scientifically based core reading programs, and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based assessment.

This newsletter will deal with core reading programs. Research has consistently identified the critical skills that young children need to become good readers and these skills are best taught systematically and explicitly with a core reading program. A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards and should serve as the primary reading program for the school.

In the past, core-reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. When a school adopts a core reading program it does not mean that that other materials and strategies are not used to provide a comprehensive program of instruction. When a school adopts a core reading program the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction.

Teaching reading is far more complex than most people realize. The requirements of curriculum and instructional design that effectively move children through the "learning to read" stage to the "reading to learn" stage are too important to leave to chance. The better the core reading program addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners.

A converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Reading Panel, 2000, National Research Council, 1998; NICHD, 1996, Simmons & Kameenui, 1998). The selection and adoption of an effective, research-based core reading program in grades K-3 is a critical step in the development of an effective school-wide reading initiative. Criteria for reviewing critical elements of reading organized by grade are specified in the [Consumer's Guide to Evaluating a Core Reading Program Grades K - 3: A Critical Elements Analysis](#).

Or you can access a review of core reading programs at <http://www.state.sd.us/deca/octa/ReadingFirst/resources.htm> under the sub-heading of **Core Reading Programs**.

Identify Title I Students on SIMS

Title I Targeted Assisted programs need to make sure their Title I students are identified correctly in the SIMS/ DDN Campus program. DOE has run a preliminary report showing the number of Title I students in each of the Targeted Assisted programs. There is some concern that districts have not accurately identified these students as district numbers are quite low.

Title I staff will be sending out these numbers to each district with targeted assisted Title I programs for review. Remember, if a student received Title I services at anytime during the school year, they are considered a Title I student and should be identified as such.

Private schools with students receiving Title I services are also responsible for coding these students as Title I. Districts providing the services should remind the private school of this requirement.

Schoolwide programs do not need to worry about this as all students are considered Title I students in a schoolwide program and this coding is completed by the department.

For more information on how to identify these students on SIMs, please contact Jolene Brakke at 773-4727 (Mon, Tue & Thur) or 895-4727 (Wed & Fri).

Title I Listserv

A Title I Listserv has been created as a vehicle in which to get Title I information to the right people. It will also serve as a way for Title I educators to communicate with each other and share ideas.

This listserv is currently available at the following website. It is called **Title I Listserv**.
www.k12.sd.us/listserv

Locate the Title I Listserv from the list, click on it, and register at the bottom of the page.



Many people are interested in the NCLB plans to improve education for our children--parents, educators, and people in your community like the small business owner down the street. The Department of Education realizes that few people have the time to read the whole law, but the South Dakota Parent Resource Network has some great information and web sites available to help describe some of the most important points. Visit their website at <http://www.bhssc.org/sdprn/nclb.html> to access these documents.

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Title I Listserv

To join the Title I Listserv please register at this website:
www.k12.sd.us/listserv. Select Title I Listserv and fill out
the form at the bottom.



VISIT US ON THE WEB!!

<http://www.state.sd.us/deca/TA/titleI.htm>